Lesson plans

English

Level 4

Term 3

Step 4 Teachers says,

"Lets see how he caught the fox..... ***One day the fox got stuck in some bushes. The farmer saw it. He grabbed the fox and put it in a sack "***

Questions

1. Where did the farmer find the fox?
2. What did he do with the fox?
3. Can you think what did the farmer do with the fox?

(Help them in guessing. They discuss and tell their opinions to the class)

Step 5 Teachers says,

"Let's see what happened next.... ***The farmer had a son who was very kind. He wanted to save the fox. "***

Questions

1. Why did the son want to save the fox?
2. Guess what did he do to save the fox?

Step 6 Teaches says,

"Let's see what happened with the fox.... ***But the farmer wanted to kill the fox. He tied some straw of grass to fox's tail and set it on fire".***

Questions

1. What did the farmer do?
2. What do you think about fox. Did he burn down or what else?

Step 7 Teaches says,

"Let's see what happened with the fox when his tail caught fire...

The fox was lucky. He escaped and ran into the farmer corn field. The whole field caught fire but the greedy farmer was at a loss and the fox escaped with a burnt tail".

Questions

1. What was burnt?
2. Who escaped.... the fox or the field?
3. Who was greedy? Say in a sentence?
4. What is the moral of the story?

d. If time allows ask them to narrate the story in their own words. Don't let one student narrate the whole story. Just listen in parts. If they need more help, then retell the story completely from the beginning to the end.

6. Follow Up: Write the story of Fox and Farmer as much as you remember.

Story (Fox and Farmer)

Once there was a farmer who had a big farm near a wood. A fox lived in the wood. Every night the fox would creep out of his den and steal one of farmer's hen. The farmer tried many times to catch the fox but he couldn't. The fox was very clever. One day the fox got stuck in some bushes. The farmer saw it. He grabbed the fox and put it in a sack. The farmer had a son who was very kind. He wanted to save the fox. But the farmer wanted to kill the fox. He tied some straw of grass to fox's tail and set it on fire. The fox was lucky. He escaped and ran into the farmer corn's field. The whole field caught fire but the greedy farmer was at a loss and the fox escaped with a burnt tail

Step 4 Teachers says,

"Lets see how he caught the fox..... ***One day the fox got stuck in some bushes. The farmer saw it. He grabbed the fox and put it in a sack "***

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2. What did he do with the fox?
3. Can you think what did the farmer do with the fox?

(Help them in guessing. They discuss and tell their opinions to the class)

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Level 4
Term 3
Week 7

Lesson Plan

Communication	**Reading**	**Writing**	**Assessment**
• Diphthong – ou (ou as in house)	• Text "Rain forest" 'Moving on'	• Starting points Root words Words ending in 'ure' • Constructing rules sign (must, mustn't) • Paragraph writing)	None

Level 4 Term 3 Week 7 Day 1	Lesson Plan

Objective: The learners will be able to
- Read and comprehend the text
- Answer given questions

Skill: Reading comprehension

Topic: Rainforest

Material: Ess. Eng, board, picture of forest

Procedure:

Pre-reading: Ask following questions
- What do we need to live?

Ans: Food, water, oxygen
- From where do we get oxygen?

Ans: From trees
- What happened if trees are cut down?

List responses on the board

- Tell that today we are going to read about a rainforest & its animals (paste the picture of forest on the board if available)

Reading:
- Distribute the books and ask the students to read the text in pairs.
- Write the difficult words on the board & explain the meanings.

Moving on: page 63

Ask and discuss the questions from moving on with students.

Follow up: What do you learn from the text "rainforest"

Level 4 Term 3 Week 7 Day 2	**Lesson Plan**

Objective: The learners will be able to

- Write the correct answers by selection
- Find and tell the root words of given words.
- Make 'ure' ending words and match them with their meanings.

Activity: Written work

Material: Ess. Eng, board, notebooks

Warm up: Ask following questions

- Where does the story take place?
- Which thing makes butterflies to fly?
- Name the writer of the story?

Written work: (Task 1) "starting points page 62"

- Write the task on the board & students will copy in notebooks.

Task 2: "Root words page 64

- Write following words on the board shopping, shopper, shopped
- Ask what is common in these words. (Shop)
- Explain: that the word 'shop' is called the root word in all the three of above words.
- Do the task given orally in the class (page 64)

Task 3: "words ending in "ure" page 64"

- Ask students to complete the 'ure' words written in tree.
- Help students to match the given words with their meanings (only in their books)

Follow up: do task "root words" page64 in homework notebooks.

Level : 4
Term : 3
Week: 7
Day: 3

Lesson Plan **Communica...**

1. Objectives: The learners will be able to:
- pronounce the sound of diphthong – **ou as in house**.
- distinguish speech sounds.

2. Function: Practising the sounds.

3. Activity: Speech Activities.

4. Material: Worksheet **(ou as in house)**.

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5. Procedure:

Explain how these two different vowels sounds –**ou-** are pronounced together and produce a new sound as in **house**. These are called Diphthongs. Take more examples from the worksheet and write on the board.

b. Model Reading (by the teacher)

- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill

- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.
- Ask the following questions about the rhyming lines.

1. **Who lives in Stout's little house?**
2. **What does the mouse do, when Mr. Stout is out?**
3. **Where does the mouse run?**
4. **Have you ever seen a mouse?**

d. Worksheet

Explain each task one by one. Ask them to sit in-groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ------- 5 Mins.

Level: 4		
Term: 3	**Lesson Plan**	**Writing**
Week: 7		
Day: 4		

1. Objectives: The learners will be able to:
understand and use the structure of **must and mustn't**

2. Function: Constructing rules

3. Activity: Rules Formation, Matching and Guessing

4. Material: Worksheets

5. Procedure:

a. - Ask the learners.

What are the rules at home?

What do your parents tell that you must do and must not do?

- Explain the difference between **should** and **must** by giving examples.
  - You **should** come school on time.
  - You **must** wear uniform (*other wise you won't be allowed to enter into the school gate*)

b. Group Work

-Put them in groups to talk about this, then ask the groups to report back to the class.

- Write the following on the board (remember to check saying them mustn't but not must not)

You must	wear uniform
	shout
You mustn't	be polite
	run in the corridors
	do you homework
	eat in the classroom
	be late
	climb on the desk
	jump out the window
	do homework regularly
	write on the books.

c. Worksheet (No. 1)

Divide the groups into pairs and ask them to do task 1.

Task 1: Match the rules with their signs

d. Worksheet (No. 2)

Again change the pairs into the groups. You can take different pairs to form a new group. First ask them about the sings and check if they know about it.

Task 2: Ask them to write a set of rules for each place. Show them examples of library. The rules must look like this. Assign them one topic to each group but tell them quietly, so that other could not know about each other's topic. Go round and help supplying vocabulary if they require.

e. Feedback

Tell each group not to mention the name of place to the class. The class guesses that the rules are about ..... You can display the rules at the classroom walls.

6. Follow Up:

Write some **must** and **mustn't** rules about the schools

Level: 4 **Term: 3** **Week: 7** **Day: 5**	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- write a description about a **city / town / village**
- use structure, **There is / are .... Its has..., / It has got...**

2. Function: Describing Places

3. Activity: Paragraph writing

4. Material: Worksheets

5. Procedure:

a. Prepare your class that they are going to talk about their city or village.

b. Ask similar questions as many as you can. Write the following structure on the board and ask them to use it in their answers.

There is ...... There are .... It has .... It has got......

Questions:

1. Is there any airport in your city / village?

2. Are there any corn fields in your city?

3. Does your town have high buildings?

4. Does it have any river?

c. Worksheet (Group Work)

Task 1
Task 2] Explain the task, take oral feedback, then ask them to write.

Peer Checking and Feedback

6. Follow Up:

Write few sentences about their **own town / village**.

Level 4
Term 3
Week 8

Lesson Plan

Communication	Reading	Writing	Assessment
• Consonant blend gl (gl as in glow)	None	• Essay 'Pollution' • Pronouns • Shape poems • Story writing Rabbit.	Yes

Level : 4 Term : 3 Week: 8 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce the sound of consonant blend – **gl as in glow**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(gl in glow)**

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5. Procedure:

Explain that when two consonants are pronounced together, they produce a sound which is a combination of two consonants sounds. They are called **Consonants Blend**. Take examples from the worksheet and write on the board.

b. Model Reading (by the teacher)

- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill

- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.
- Ask the following questions about the rhyming lines.

1. **What is the name of worm which glows and glitters?**
2. **Who is the young girl?**
3. **What does Gloria want to see?**
4. **Where are the glow-worms?**

d. Worksheet

Explain each task one by one. Ask them to sit in-groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ------- 5 Mins.

Level 4 Term 3 Week 8 Day 2	**Lesson Plan**

Objective: The learners will be able to

- Know about pollution + its types
- Its effects
- How to get rid of this problem.

Activity: Written work

Material: Board, notebooks

Procedure:

Brain Storming:

List down the ideas of students on following questions on the board

How we spoil environment? + Its bad effects

Written work: Write the essay on the board and students will copy in the notebooks.

Essay:

"Pollution"

Pollution is a worldwide problem, with every passing day, it is becoming more dangerous. It is the biggest enemy of our environment. Pollution has 3 main types' i-e Air, water and noise.

In larges cities the environment is continuously polluted by the smoke from cars, buses and factories. When we breathe in such polluted air, it harms our lungs and other body organs as well.

The waste material of houses, chemicals and other poisonous material of factories are discharged into the rivers and streams, which causes water pollution. It harm the aquatic animals and also those humans who drink this water, The horns of cars and buses and loud music are a cause of noise pollution.

To overcome this problem we should plant more and more trees. We should not use those vehicles which produce poisonous smoke and wastes of homes and factories should not be thrown into streams and rivers.

Level 4 Term 3 Week 8 Day 3	**Lesson Plan**

Objective: The learners will be able to
- Understand the concept of pronouns
- Write a 'shape poem' on their favorite

Activity: Written work

Material: Ess. Eng, notebooks, board, blank pages

Procedure: (Task 1) "Pronouns" page 65
- Write following on the board
  - Sara lives in a village. She has a brother. His name is Ali but she calls him honey. She also has a pet bird. Her pet name is "cuckoo" and it like guavas.
- Ask students to tell the nouns in written text also underline on the board.
- Ask, Why we use words "she, his, him, her, it" in the text.
  - To show/denote nouns or instead of nouns "Sara, Ali and bird"

Explain: that the words which are used instead or in place of nouns are called pronouns. E-g he, she, his, him. She, it, they, we, you, I, etc are called pronouns.
- Open the books on page 65 and help students to do given task "pronouns" only in their books.

Task 2: "Shape poems page 66"
- Make a snake on the board and ask some describing words for it, list on the board, like
  - Long, thin, slithery, scaly.
- Make a poem with the help written adjectives (about snake) + students also write on the board.
- Make groups, distribute blank pages and ask each group to write a shape poem on their favorite animal
- Paste activities in the class.

Level: 4 **Term: 3** **Week:** [illegible] **Day: 4**	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
develop a story with the help of pictures

2. Function: Narrating a story

3. Activity: Story Writing **(Rabbit)**

4. Material: Worksheet (2 Pages)

5. Procedure:

a. Prepare your class for story writing. Ask them to guess which animal they are going to write about. Give them some clues. Such as ....

It is a small animal... It feels very soft.... It can be kept as a pet....
It digs earth to make its home.... He likes to eat fruits and carrots.
It jumps and hops instead of walking...

b. Help them in guessing. Write the topic 'Rabbit' on the board.

c. Worksheet

- Talk about pictures. Discuss each picture one by one and ask questions about each. Write cues on the board in words and phrases but not in sentences.
- Write the cues in the following manner. Remember to include more cues (words) what your students say. Here is only one points for each picture given for your guidance.

Picture No. 1	Feeding the rabbit / ..../.............
Picture No. 2	jumped out of / ..../..............
Picture No. 3	entered into children's room / ..../.........
Picture No. 4	followed / ..../............./
Picture No. 5	ran into the field /........../...........
Picture No. 6	hid herself into the grass / ..../
Picture No. 7	stayed there in whole night /..........
Picture No. 8	came again in the morning /.........../
Picture No. 9	children happy and ....and ....

b. Writing (Group Work)
Make groups and ask them to develop their own story. They should take help from The Cues on the board, but they can change some ideas if they like, they can think of a different ending for their story.

c. Feedback
One member from each group reads the story aloud to the class. But before that ask them to check each others work.

d. Write the following titles on the board and ask them to choose one for this story or they take their own.

The runaway Rabbit / Rabbit's Night out / The great Escape

6. Follow Up: Write the story again in their own words.

Lesson plans

English

Level 4

Term 3

Day: 1

Skill: Writing + Listening
Level: 4th
Material: News papers

Level 4
Term 3
Week 1

Lesson Plan

Communication	**Reading**	**Writing**	**Assessment**
• Sound of all as in ball. • Listening and drawing	• Text Dear Mr. Merlin Moving on	• Starting points. Using a glossary • Writing a report from notes. Reporting	None

Day:-
Skill:- Speaking
Level:- 3, 4. 5
Material:- None

Procedure:-

Martian

Level: Medium to Difficult

Tell your class you are a Martian and you are inhabiting a human body to study human ways. You then ask about virtually anything in the room, and ask follow up questions:

What is this?
It's a pen.
What's a "pen"?
You use it to write.
What is "write"?
You make words with it on paper.
What are "words"?

Level 4
Term 3
Week 1
Day 1

Objective: The learners will be able to read and comprehend the text and can give the answers of given questions

Skill: Reading comprehension

Topic: Dear Mr. Merlin

Material: Ess. Eng book, board

Procedure:
Pre-Reading: Ask students
Do you want to be a magician?
What would you like to do if you become a magician?

Reading: (pair words)

- Now tell them about the topic of lesson and write it on the board.
- Ask them to read the text first individually and then in pairs.
- Ask, what sort of this text is? (Story, paragraph or poem)
- Now tell them it is a poem.
- Ask them to underline the rhyming words.
- Teacher will explain the meaning of difficult words.

Task 2: (moving on page 49)
Discuss the questions of "moving on" with the students.

Day:

Level: 4, 3, 5

Skill:- Speaking + Grammer (adverb of freq.

Material:- Cards with sets of adverb of frequency. (sometimes, never, only, once etc.

Procedure:-

Two teams of students, each person has cards from a set with adverbs of frequency (sometimes, never, only once, etc). Nobody knows who has which kind of card. (too many cheetahs!!) One person from team A asks person on team B a question, trying to get them to respond with the adverb they have on their card. So, if I am on team A and have the card NEVER, I will ask a student from team B: "How often do you speak English at home?" Hopefully s/he will say "never" and I will get a point for my team. If not, OH WELL! Then a person from team B repeats process and so on.

Note: Make cards with adverbs on them according to strength of class.

Level 4
Term 3
Week 1
Day 2

Lesson Plan

Objective: The learners will be able to write answers of given questions and to know how to use glossary.

Activity: Written work

Material: Ess. Eng book, notebook

Procedure: (Task 1 starting point) page 48

Warm up Q/A: Ask

- Who wrote the letter?
- Who was Mr. Merlin?
- What is the color of her cloak?

Written work: (starting points)

Writing the task on the board and students will copy down.

Task 2: page 49 (using a glossary)

- Write on the board the word
  'Bold'
- Ask the meaning of word and write it on the board
  Bold : rave, courageous
- Now ask from where you find the meaning of difficult words. (Dictionary)

Explanation: Now explain glossary is small dictionary at the back of book which tell you the meaning of difficult present in the book

Ess. Eng: page 49

Ask them to open books on page 49 "using a glossary"

Explain the task and help them to answer the question given at the end only in their books.

Day:
Level: 3, 4, 5
Skill: Listening + Speaking + Reading
Material: Suitable text
Note: Text should not be from Ess. book.

Procedure:

Explanation of game:

You can put students in pairs or teams for this activity.

Give students a short text to read.
Let them look at it for awhile.
They are going to present it to the class.
Choose one team to present first (Team A)
One student will read it, while the others act it out through mime.
Then the A team asks the other team a bunch of questions about their text.

EG. How many bananas did she buy?
What was the name of the newspaper?
What was wrong with the apple?
Why did she buy the paper?

An example of a short text for activity:

"A girl walked into a shop. She bought two bananas, an apple and a newspaper. The newpaper was called " The Daily Telegraph"

Level : 4 Term : 3 Week: 1 Day: 3	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce sounds of –all as in ball
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(all as in ball)**

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5. Procedure:

- Explain how the sound of –**a** is pronounced in **all, ball**. It is different from **bat** and **cat**. When you pronounce **a** in **all** and **ball**, the lips become in rounded shape where as in **cat** it is in spreading shape. Demonstrate by saying and pronouncing the following words.
- Write the words on the board and ask your students to follow you in choral drill

ball, tall, hall, wall, stall, calls, small

b. Model Reading (by the teacher)

- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill

- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.
- Ask the following questions orally about the rhyming lines.

1. **Who are thin and tall?**
2. **Where do they like to play?**
3. **What do they throw over wall?**
4. **Who does the ball hit?**

e. Worksheet

Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up: Select one activity from the worksheet and write it on the board.

Free Writing ------- 5 Mins.

Day
Level: 3, 4, 5, 6
Skill: Listening, Speaking
Material: An informative text

Procedure:

This activity can only work if the level of the text is too difficult for the ss to understa

1- The teacher(T) summarizes the text in the coursebook and tells it to the whole class. E.g., In a few minutes you are going to read a text about... In this text...
2- Students(ss) ask questions after they have listened to the teacher. E.g., Where did the man commit the crime?

Note: Text should be comprehensive and informative.

Do keep in mind the level of students while selecting any text.

Level: 4 Term: 3 Week: 1 Day: 24	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - listen and follow the instruction
   - have practice about the **Imperative sentences**
2. **Function:** Following (**Instruction imperative form)**
3. **Activity:** Listening and drawing
4. **Material:** Worksheets, colour pencils (red, brown, yellow, orange, blue, black, green)

5. Procedure:

a. - Write the following prepositions on the board.

between, under, on, in, near, behind.

- Tell your students that they are going to draw what they listen. They should have their colour pencils ready.
- Explain the concept of each preposition by drawing some of the figures on the board.

b. Worksheet (Group Work)

- Read the following instructions in comfortable speed and students draw on the worksheet.

Instructions

1. **Draw a red ball between the two pots.**
2. **Draw a brown cat under the table.**
3. **Draw a yellow dish on the table.**
4. **Draw a green apple in it.**
5. **Draw a glass near the yellow dish.**
6. **Draw a black clock on the wall.**
7. **Draw a green fan on the ceiling.**
8. **Draw a window between the clock and the picture.**
9. **Draw a blue chair under it.**
10. **Draw four flowers in the pots.**
11. **Draw an orange in the yellow dish.**
12. **Draw a boy behind the table.**

c. Feedback

After completing the peer checking, ask similar questions on the drawing orally.

e.g. **Where is the red ball?** **Where is the cat?**

d. Further Practice

-You describe the scenery and they will draw at the next half page of the worksheet.

-When they finish, ask them to compare each other's work and after that each group comes and shows the picture to he class. The best scenery will be displayed on the board.

Instructions

- Draw a small house in the middle of the page
- Draw a cow near the house
- Draw a dog between the cow and the house.
- Draw a tree behind the house
- There is a crow sitting on the roof of the house
- The crow is eating bread and the piece of bread is in his beak

Day
skill: Speaking
Level: 3, 4, 5
Material: None

Procedure:

Crazy Story

Level: Any Level

This is an activity that will make your students speak in class and be creative.

- Ask students to write a word on a piece of paper and tell them not to show anyone. This word should be a verb (or whatever you'd like to rewiew).
- The teacher starts telling a story, then stops and chooses a student.
- That student will continue the story and must use his/her word. This student then chooses the next student to continue the story.
- The last student must end the story.
- After the story is over, the students then try to guess what words each student has written on his/her paper. The student who guesses the most words wins the game.

Submitted by: Luciana Pinheiro

Level 4
Term 3
Week 1
Day 5

Lesson Plan

Objective: The learners will be able to write a report with the help of given clues and pictures.

Function: Making a report

Activity: Written work

Material: Ess. Eng, blank pages

Procedure: Ask them

- Have you ever heard new on TV?
- Do you hear any report in the news?
- About which event it was?
- Teacher will tell today we are going to write a report.
- Now teacher will make an outline how to write a report (on the board) Like:
    - Title of report
    - Event / detail of the incident
    - Name of reporter

Group work:

- Divide the class in groups and give them clues as given in page 46 to develop a report from them.

Note for teacher:

- Teacher will read out the report given on page 47 for help.
- After writing the report one member of each group will read their report in front of class.

Level 4 Term 3 Week 2	Lesson Plan

Communication	Reading	Writing	Assessment
• Long – a – sound (ai as in pail) • Dialogue practice (asking permission for doing some activity) • Listening the question tags.	None	• Preposition of places. • Correct the punctuation • What a difference a 'p' makes!	Yes

Level : 4
Term : 3
Week: 2
Day: 1

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
- pronounce long – **a**- sound **ai as in pail**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(ai as in pail)**

---

5. Procedure:

Explain how these two vowels **ai** produce long –**a**- sound as in **pail**. Take more examples from the worksheet and write on the board.

b. Model Reading (by the teacher)

- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill

- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.
- Ask the following question about the rhyming lines.

1. **What kind of a day is it?**
2. **Where do the boats sail?**
3. **What is Peter waiting for?**
4. **What is he going to do when the rain stops?**

d. Worksheet

Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ------- 5 Mins.

Level: 4 Term: 3 Week: 2 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to: say the dialogue properly
2. **Function:** Asking permission for doing some activity (**May I....? Can I ....?**)
3. **Activity:** Dialogue practice
4. **Material:** Class board

---

5. **Procedure:**

a. **Preparation**

-We use following words for asking permission, one is formal and one is informal.

- **May I go to play?** *(formal)*
- **Can I use your pencil?** *(Informal)*

When we ask from elders or strangers we are formal and we use. May I...? but with friends we are informal and we use, Can I ......?

b. **Presentation**

- **You: Mother, may I go out to play?**
- **Mother: Yes, you may but after doing your home work?**
- **You: Alright, mother.**

- Write the above dialogue on the board and give model reading saying these lines.

c. **Dialogue Practice**

Do as directed before.

d. **Further Practice**

Write the following situations on the board (*One at a time*) and call students for Role play.(*If time allows, you can take more situations for practice*)

(***son and father***) **go for picnic / save money**	(***brother and sister***) **play Ludu with you / after ironing my clothes**

(***Students ad Teacher***)
read a story book / after finishing writing

6. **Follow Up:**

Write the names of activities you like to do.

Day:
Skill: speaking
Level: 2, 3, 4, 5, 6
Material - None

Procedure

Title - HOT SEAT
By - Angie Boldt
Primary Subject - Language Arts
Secondary Subjects - Language Arts
Grade Level - 3-6
I have found this game to be very helpful in motivating students to learn vocabulary words. I place a chair or stool in the front of the classroom. I choose a student to sit in this "Hot Seat." The student should sit with his/her back to the chalkboard. I write a vocabulary word on the board. The other students in the class must think of ONE word clues or synonyms for that particular vocabulary word. The hot seat person chooses three students for clues. The student in the chair has three guesses to guess the vocabulary word that is written on the board. If they guess correctly, I usually give out a small treat such as a Tootsie Roll. I teach 5th grade and my students love this game. They frequently ask if they can play it before a test.

Level: 4
Term: 3
Week: 2
Day: 2

Lesson Plan **Writing**

Objectives: The learners will be able to:
- use the **preposition of place** in description and narration

2. **Function:** Describing places
3. **Activity:** Gap Filling
4. **Material:** Worksheet (2 pages)

5. Procedure:

a. - Ask about prepositions. Write them on the board as many as they know.
- Then leave only those on the board, which are given in the worksheet box and erase rest of them.

b. **Worksheet (Group work)**

Task 1: Talk about picture. Ask questions, focusing on each preposition. Explain those that are not clear to your students.

e.g. **Where is cat?**
Where is man standing?

Task 2: **Filling the gaps**
Read the letter to your students. Then ask them to read themselves and complete the letter.

Task 3: **Explain the task properly**

(If they need more space, ask them to use the back side of the sheet)

Peer checking and feedback follows each task.

6. Follow Up:
Repeat **Task 3.**

Level 4
Term 3
Week 2
Day 3

Lesson Plan

Objective: The learners will be able to
- write the words begin with 're' and 'pre'
- Punctuate the given paragraph.

Activity: Written work

Material: Ess. Eng book, note books, board

Procedure: (Task 1) "What a difference P makes" page 44

Warm up Q/A:
- Ask some words beginning with 're' or 'pre' and write on the board e-g
  Remember, pretend, recall, predict write some more examples.

Ess. Eng: page 44
- Open the books page 44 help the students to complete the task in the book.
- Then teacher will write on the board and students will copy in their notebooks.

Task 2: page 46 (correct the punctuation)
Ask them to open book page 46 and read the text "car thief arrested"
Ask: Is there any mistake in paragraph?
Is anything missing in it?

Explanation:
- While writing a sentence or paragraph or a story we have to use some capital letters, full stops, commas, question marks and exclamation marks.
- Now students will punctuate the paragraph only in their books.

Follow up: Write 5 're' and 5 'pre' words

Level: 4 Term: 3 Week: 2 Day: 4	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - use rising tone in saying question tags
   - say the sentences with question tags properly
2. **Function:** Using the **Question Tags**
3. **Activity:** Drill
4. **Material:** Worksheet, chart

5. Procedure:

a. Explain to your students clearly and write explanation and examples on a chart paper and display on the board.

"In spoken language, we use question tags to put more importance, stress on the speech"

e.g. **You aren't a teacher , are you?**
You are a teacher , aren't you?

The pattern for question tags are as follows:

Positive sentences + Negative tags
Negative sentences + Positive tags

b. Worksheet

Task 1 : Choral Drill

Ask them to read the sentences aloud after you. Explain that when they say the sentence the stress should be on the question tags. Show the rising tone on the board by drawing arrows. Say the sentence many times to practise the stress and rising tone on the questions tags.

You aren't a teacher, are you?

Task 2: Write Questions Tags

c. Further Practice

If time allows, write some more simple sentences in the same pattern. One group says the sentences, the other group repeats questions tags.

Level 4
Term 3
Week 3

Lesson Plan

Communication	**Reading**	**Writing**	**Assessment**
• Long – a - sound (ay as in play) • Listening from the cassette (The little red hen)	• Text "the clever fish"	• Words ending in 'our' or 'ous' • Gender – masculine and feminine • Adverbs	None

Level : 4 Term : 3 Week: 3 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce long – **a**- sound **ay as in play**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet (**ay as in play**)

---

5. Procedure:

Explain how these two vowels **a - y** produce long –**a**- sound as in **play** Take more examples from the worksheet and write on the board.

b. Model Reading (by the teacher)
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.
- Ask the following question about the rhyming lines.

1. **How many birds are there on the tree?**
2. **What are they doing?**
3. **What is the boy doing?**
4. **Why does he ask the bird to stay with him?**

d. Worksheet

Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ------- 5 Mins.

Level: 4 Term: 3 Week: 3 Day: 2	**Reading**

1. Objectives: The learners will be able to:
- to read for fluency and pronunciation
- to check comprehension

2. Skill: a. Reading Aloud b. Reading Silently

3. Topic: The Clever fishes.

4. Material: Text Page of previous day's lesson.

---

5. Procedure:

a. Reading Aloud (20 Mins.)

Follow the procedure
- Model Reading – by the teacher
- Choral Reading – Teacher reads every sentence and the whole class Follows.
- Group Reading _ Make groups of three students. One groups reads at a time.
- Paired Reading _ Make pairs and one pair reads at a time.
- Individual Reading _One students reads at a time.

b. Comprehension Questions (Oral Practice) - (15 Mins.)

- Ask them to read the text page of the previous lesson
- Ask similar questions as many as you can. Take response orally and let them read the text to find the answers.

Questions:

1. **How many fishes were friends of No Brain?**
2. **Who said. ' You are foolish!'?**
3. **Why did the frogs and fishes have a meeting?**
4. **Why did the fishermen come to the pond?**
5. **Why did No Brain hide under a tree?**
6. **How were the frogs and fishes caught?**
7. **Why did Greatest Brain want to stay in the pond?**
8. **What is the moral of the story?**

Free Writing ---------- 5 Mins.

Level: 4 Term: 3 Week: 3 Day: 2	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read and understand the events in the story
- develop new vocabulary

2. Skill: Reading comprehension

3. Topic: The Clever Fishes

4. Material: Text Page (**The Clever Fishes**), worksheet

---

5. Procedure:

a. Ask them to guess,

"Today you are going to read a story about creature who live in water. You can like to catch them and eat. They look beautiful and found in many colours. People love to eat its meat….. Guess what is it?"

b. Announcement of the Topic

- Write the topic on the board. Ask them to open the text page and discus the picture given in it.
- Ask them to look at the story text and underline the names of animals. Ask questions about them.
- Explain the word …. **brain**

c. Worksheet

Task 1: (Skimming) Name of the animals

Task 2: True and False

Task 3: Vocabulary

Task 4: Moral of the story

6. Follow Up:

Write the dialogues between Frog and Fishes

Day:
Level: 4

1. Objectives: The learners will be able to:
- listen and understand
- listen and follow the task

2. Function: Following the story events

3. Activity: Listening to a story "**A Little Red Hen**"

4. Material: Cassette and C. Player, Worksheet

5. Procedure:

a. Prepare them for listening to a story of "**The Little Red Hen**" from the cassette.

b. 1st Listening

- Play the cassette to the end of story and let them listen first. Then ask simple and general questions orally about the story.

- **2nd Listening (Worksheet)**
- Ask them to open the worksheets and do the following Tasks. Explain each task
  (*They will sit in pairs and do peer checking before giving feedback*)
- Play the cassette again but stop it at the point, where the following sentences end.
  "The dog was always sleepy. He napped on the front porch swing all day long".
  Task 1: Names of animal

- **3rd Listening**
  Rewind the cassette to the beginning and play it again. Now stop it at the point, where the following sentence ends.
  "Then all by herself, she pushed the bag home in the wheelbarrow."
  Task 2: Match the animals with their habits.

- **4th Listening**
  Play the cassette from the point you stopped before *(Not for the beginning)* and ask them to do task 3
  Task 3: Putting numbers in order.
  Task4: Writing the process in order.

c. Replay the cassette and students listen to the whole story. Ask questions orally as many as you can and particularly about the end of the story.

d. Ask your students to narrate the story in their own words. Don't force one child to tell the whole story. Listen in parts. They can take help from their worksheets.

Day:
Level: 4

Objective: The learners will be able to

- Find and write the words ending in "our" and "ous"
- Write the opposite genders of given words

Activity: Written work

Material: Ess. Eng, notebook, board

Procedure: (Task 1) words end in "our and "ous" page 50

Warm up Q/A:

- Teacher will draw a cauldron (a big cooking pot) on the board and ask
    - For what purpose we use this cauldron? (cooking)
- Now ask some words ending in "our" and "ous" and write them in the cauldron e-g

    Color, poisonous, famous, behavior

Explanation: Now teacher will tell that today we are going to make / find some words ending in "our' and 'ous'

Pair works: Ess. Eng page 50

Ask students to find out 'ous' and 'ous' words from the given cauldron using these words fill the gaps given at the end (only in books)

Take 2: Ess. Eng page 51 (gender)

Preparation:

Call two students (a boy and a girl) in front of class and ask:

Who is she? (a girl / Sara)

Who is he? (A boy / Ali) Give some more examples

Explanation: Explain and write that

Masculine means male and

Feminine means female e-g boy is masculine and girl is feminine.

Written work: page 51

Write masculine and feminine give in the book on board and students will copy down.

Day:
Level: 4

Objective: The learners will be able to make adverbs from the given adjec...

Activity: Written work

Material: Ess. Eng, notebook, board

Procedure: page 51 (adverbs)

Warm up Q/A:

- Ask some nouns and write on the board e-g
  - Boy, lion
- Now ask some describing word / adjective for these nouns e-g
  - Happy boy, brave soldier

Explanation:

- Now tell students that adjectives can be changed into adverb by adding 'ly' at their end e-g

  Happy --------- happily
  Brave ---------- bravely
  He sings happily.
  Soldier fought bravely

Tell that adverb (happily) describe the verb (singing) and (bravely) describe the verb (fought)

Ess. Eng: page 51

- Open books page 51 and help students to do task 1 – 5 only in book and next chart in class work notebook.

Follow up: Do task 1 – 5 in homework notebooks page 51.

Level 4
Term 3
Week 4

Lesson Plan

mmunication	Reading	Writing	Assessment
Long – e - sound (ae as in leaf)	• Text "Darkness or light" 'moving on'	• Starting point • Guide words • Listening words (because, when, while)	Yes

Level 4 **Term 3** **Week 4** **Day 1**	**Lesson Plan**

Objective: The learners will be able to read and comprehend the text and can answer the given questions.

Skill: Reading comprehension

Material: Ess. Eng, board

Topic: Darkness or light

Procedure:

Preparation: Ask from students

- What do you know about earth?
- How is it made?
- Listen to their responses and do not negate anyone.

Introduction:

Tell that today we are going to read some stories related to the creation of earth.

Reading:

- Open books on page 54 and read the text.
- Teacher will write and explain the meanings of difficult word

Task 2: (moving on) page 55

Discuss the questions of 'moving on'

Follow up: Do question 3 from 'moving on' page 55 in your notebook.

Level 4 Term 3 Week 4 Day 2	**Lesson Plan**

Objective: The learners will be able to

- Fill the gaps
- Make words ending in 'ness'
- Make words beginning with 'in' or 'im'

Activity: Written work

Material: Ess. Eng book, board, notebook

Procedure: (Task 1) starting point page 54

Warm up Q/A: Ask

- What is the other name of Innwt?
- What was the discussion between the two women

Written work: Starting points

Teacher will write the task on the board and students will copy in their notebook

"ask 2: Word ending in mess and words beginning with 'in' or 'im' (page 56)

ocedure: open books page 56 and help students to do the task only in books.

Level : 4
Term : 3
Week: 4
Day: 3

Lesson Plan **Communicatio..**

1. Objectives: The learners will be able to:
- pronounce long – **e**- sound **ea as in leaf**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet (**ea as in leaf**)

---

5. Procedure:

a. Explain how these two vowels **ea** produce long **–ea- sound as in leaf**. Take more examples from the worksheet and write on the board.

b. **Model Reading (by the teacher)**
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students list

c. **Choral Drill**
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.
- Ask the following questions about the rhyming lines.

1. **What story she wants to listen?**
2. **Who will read the story to her?**
3. **From where does she like to listen to the story?**

d. **Worksheet**
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:
Select one activity from the worksheet and write it on the board.

Free Writing ------- 5 Mins.

Level: 4 Term: 3 Week: 4 Day: 4	Lesson Plan	Writing

1. Objectives: The learners will be able to:
use **linking words** in sentences and text

2. Function: Writing cohesively

3. Activity: Making longer sentences by using **linking words**

4. Material: Worksheets (2 Pages)

---

5. Procedure:

a. Explain and revise the concept of linking words.
- Write the following words on the board.

because, when, until

- Write few simple examples which are similar to the Task, given in the worksheet and explain the concept.

b. Worksheet

Task 1: Explain and do it orally first with them, then ask them to do. **(Pair Work)**

Task 2: Explain the task. **(Group Work)**

c. Feedback

Take care of Peer checking before feedback

6. Follow Up:

Write true sentences about your friend. Write longer sentences, using linking words sentence .

Level 4 Term 3 Week 5	Lesson Plan

Communication	Reading	Writing	Assessment
• Long – e - sound (ee as in bee)	Text "The old man and Tiger"	• Singular and plurals • Letter of invitation (parallel letter writing) • Speech marks 'missing punctuation'	None

Level : 4 Term : 3 Week: 5 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce long – e- sound **ee as in bee**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet (**ee as in bee)**

---

5. Procedure:

a. Explain how these two vowels **ee** produce long – **e - sound as in play** Take more examples from the worksheet and write on the board.

b. **Model Reading (by the teacher)**
- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. **Choral Drill**
- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times.
- Group reading, paired reading and individual reading can also be done.

d. **Worksheet**
Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

e. **Spy Game**
Ask them to close their worksheets and play the game orally. You say the spy-line and students raise their hands. The child who tells first is the winner. Every time you change your word with that word what the child guesses. For instance the child says – **tree**. So you replace the **bee** with - **tree** and say the following.

"I spy something that rhymes with tree"

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ------- 5 Mins.

Level: 4 **Term: 3** **Week: 5** **Day:** 2	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - to read and understand the story
   - develop vocabulary
2. **Skill:** Reading comprehension
3. **Topic:** The Old Man and the Tiger
4. **Material:** Text Page, (**The Old Man and the Tiger**), Worksheets (2 Pages)

---

5. **Procedure:**

a. Ask about those animals who live in the forest. Write on the board and then ask:

1. Which animals people are afraid of?
2. Which are dangerous?
3. Which can eat a man?

b. Announcement of the topic
Write the topic on the board and prepare them to read a story of **The Old Man and the Tiger.** Ask about the number of paragraph in the lesson.

c. Vocabulary
Write the words '**ghost**'. Ask about the concept. Show them a picture or draw it on the board.

d. Worksheet
Pair Work ______Peer checking ________Feedback

Task 1: Numbering the events on the picture.
Task 2: Matching the paragraphs with their headings.
Task 3: Referring (Who)
Task 4: Vocabulary

Note: *If the students are not able to finish the whole lesson in one day, then do it in D-4 in place of Task B.*

6. **Follow Up:**
Write few lines about the old man of this story.

Level 4 **Term 3** **Week 5** **Day 3**	**Lesson Plan**

Objective: The will be able to make plurals by adding 'es','s', 'ves' and 'ies'

Activity: Written work

Material: Ess. Eng, board, notebook

Procedure: page 57 (singular and plurals)

Warm up:

- Show 1 pencil or a book to class and ask what is this? (a pencil) write it on the board.
- Now show two or three pencils or books and ask "What are these?" (two pencils / books)
- Now repeat the same activity with some other things as well.

Explanation: tell that,

- Nouns ending in 'f' or 'fe' change the ending to 'ves' e-g
  - Knife : Knives
  - Wife : Wifes
- Nouns ending in 'y' drop the y and add 'ies' e-g
  - Baby : babies
- Nouns ending in 'O' add 'es'
  - Potato : potatoes
- Some plurals do not follow any rule e-g
  - Foot : feet
  - Sheep : sheep
  - Child : children

Written work: page 57

- Open book page 57
- First do orally and then teacher will write the task on the board and students will copy.

Level: 4
Term: 3
W. 5
Day: 4

1. **Objectives:** The learners will be able to:
   write a letter of invitation
2. **Function:** Inviting someone formally in writing
3. **Activity:** Parallel letter writing (*Formal*)
4. **Material:** Worksheet (*2-pages*), Map of Pakistan

5. Procedure:

a. - Ask them to think or suppose that they have a **pen friend** or **pen pal** in England or in some other city or country. They want them to come and visit their country. So how they would write them to come to Pakistan. (*by sending a letter or card.*)
- Ask what they would call such letter or card (a letter of invitation)

b. - Write the lesson title on the board.
- Show them a map of Pakistan and ask them to find out the big cities and the capital.
- Write the names of the cities on the board and talk about each place for its reason of being important and famous.

c. Worksheet (Page 1)
Give introduction about a letter. Ask about the letter. Ask about the right hand address and salutation on the left hand. Point out the punctuation marks, mentioned below.

- **Address..** Comma comes after each line and the full stop comes at the end of city.
- **Date...** Comma comes after day and month and full stop comes after the year.
- **Salutation..** Comma comes after the salutation words.

d. -Ask them to read the letter themselves (First) then you read the letter aloud. Ask questions on the letter, to ensure that they had followed the text of the letter.

e. Worksheet (Page 2) Group Work
- Now students sit in groups of four members.
- Explain the task. Ask about the famous and well know places of Mansehra and northern Area.
- Some of them are written their in the box. They should take help from there and write a letter to their pen pals in the same manner as they have read the letter in worksheet No. 1

Take Care of peer checking before taking feedback

6. Follow Up:
Invite your friend [illegible] ummer vacations.

Day:
Level: 4

Objective: The learners will be able to

- Add speech marks in the given sentences
- Punctuate the given sentences

Activity: Written work

Material: Ess. Eng, notebooks, board

Procedure: Task 1, 2 "Speech marks page 47"

Warm up: "Punctuation page 58"

- Teacher will write following on the board.
  - I am going to school Tom said
  - I don't like football
  - Do you want to go to bazaar
- Now, ask
  - Are these sentences correct?
  - Is anything missing from these sentences?

Explanation:

- Now tell in sentence 1 speech marks are missing it can be written like "I am going to school" Tom said
- In sentence 2 and 3 punctuation are missing it can be written like this
  - I don't like football
  - Do you want to go to bazaar?

Note:

- Speech marks are a set of " " used to enclose the speech of a person.
- While writing a text we need "capital letters, full stop, commas, question mark, exclamation marks" are called punctuation.

Written work:

- Distribute books, and help students to do task only in books. (page 47)
- Write the task 2 page 58 "missing punctuation" on board and students will copy in notebooks.

Level 4 **Term 3** **Week 6**	**Lesson Plan**

Communication	**Reading**	**Writing**	**Assessment**
• Long – a – sound (oa as in boat) • Dialogue practice (talking about schedule and asking time) • Story telling (fox and farmer)	None	• Using conjunctions 'making two sentences into one'	Yes

Level : 4 Term : 3 Week: 6 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- pronounce long – o- sound **oa as in boat**
- distinguish speech sounds

2. Function: Practising the sounds

3. Activity: Speech Activities

4. Material: Worksheet **(oa as in boat)**

---

5. Procedure:

Explain how these two vowels **o-a** produce long –**o- sound as in boat** Take more examples from the worksheet and write on the board.

b. Model Reading (by the teacher)

- Read the rhyming lines in bold voice.
- Read with rhythm and intonation.
- Teacher reads and students listen.

c. Choral Drill

- Teacher reads one line at a time and students follow in chorus.
- Pracitse it many times..
- Call two students and ask them to say the dialogues, using intonation and stress

d. Worksheet

Explain each task one by one. Ask them to sit in groups or in pairs. Take feedback after finishing each task.

Speech Activities and Tasks

6. Follow Up:

Select one activity from the worksheet and write it on the board.

Free Writing ------- 5 Mins.

Level: 4
Term: 3
Week: 26
Day: 2

Lesson Plan **Writing**

1. **Objectives:** The learners will be able to: use connectives to combine sentences
2. **Function:** Writing cohesively
3. **Activity:** Sentence combining and paragraph formation
4. **Material:** Worksheets

5. Procedure:

Sentence Combining is an approach / which helps the learners to write in fluency and cohesion (in connected form). They learn to use different structure to combine sentences and write in an organised form.

a. Write the following in sentences on the board and explain how we can replace nouns into pronouns and how we can join them to make one sentence because sometimes repetition of words spoil the writing and language.

e.g.

1. **Ahmad went home.** **(and)**
   Azra went home.

2. **Ahmed went market.** **(he , and)**
   Ahmad bought apples.

3. **Children like jam.** **(because)**
   Jam is very sweet.

b. Write some more sentences and asks them to join, turning two sentences into one.

c. **Worksheet**

- Read the sentences aloud. Then ask them to read themselves (silently). Do this Task orally first. Help them in joining sentences. When you see they are able to join sentences, ask them to rewrite sentences in a form of paragraph.
- They should write sentences in a form of one paragraph from 1-5, then 6-8 in second and 9- 10 in the third paragraph. You can motivate them to add one or more sentences of their choice in the 3rd paragraph.

Do Ess. English p # 58 Task 1 & 2 in book only.

6. Follow Up:

Write as many sentences as you remember about Honey Bee.

Level: 4

Lev 3 4

1. **Objectives:** The learners will be able to:
   write dialogues on different situation
2. **Function:** Expressing feelings and messages
3. **Activity:** Dialogue Writing
4. **Material:** Worksheet

5. Procedure:

a. -Tell your students that:

When we talk to each other or start conversation, we need particular words, expressions and also the use of contraction.

-Write the three forms of conversation in three columns on the board. Try to take words form your students .

Starting Conversation	Talking	Asking for Something
Hello	Hi, (name)	Can you........
Hi.	O' man what ...	Did you ....
Greetings	Hey, you....	Please ....
(Good......)	O, my God!	May I, ...
	Vow!	Would you, ...

- Leave the above writing on the board. Tell them that they are going to write dialogues so they can choose words from here to start conversation.

b. **Worksheet (Group Work)**

- Discuss each picture. Take opinion from your students and ask similar questions.

1. **Guess about the situations**
2. **Who are they?**
3. **Are they relatives, friend, or what?**
4. **Are they looking happy / angry / worried/ friendly / excited?**

- Divide the class in groups of four and each group should be assigned one picture. They write the dialogue according to the picture. For starting the dialogues they can take help from the words written on the board.
- Take feedback after peer checking.

c. **Further Practice**

This time assign them the different picture and ask them to write again. They should take a different version (*different from that which had been written before*)

Level: 4 Term: 3 Week: 6 Day: 4	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- listen and predict
- generate the ideas about the story

2. Function: Guessing and narrating

3. Activity: Story telling (**Fox and Farmer**)

4. Material: None

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5. Procedure:

a. Prepare the class for story listening. Ask them to sit in groups.

b. Explain that they listen a small piece of the story and think and guess what is next to happen. They should remain attentive in listening.

c. Procedure

Step 1: Teacher reads the following

Once there was a farmer who had a big farm near a wood.......

Vocabulary: Do you know what is ....wood?

- Students discuss with each other and raise their hands. If no one knows about it then tell the meaning *(Forest, Jungle)*
- Teacher asks a few questions, just to keep a link with the story: -

Questions
1. Where did the farmer live?
2. What did he have?
3. Where was the farm?
4. Was it a big farm or a small farm?

Step 2 Teachers reads the next lines of the story.

"A fox lived in the wood. Every night the fox would creep out of his den and steal one of farmer's hen".

Questions
1. What does the **den** mean. (*House ...Write the word on the board*)
2. What did the fox do every night?
3. Guess what did he do with farmer's hen?

Step 3 Teachers read the story.

"***The farmer tried many times to catch the fox but he couldn't. The fox was very clever***"

Questions
1. Can you guess what did he do to catch the fox?
2. Did he catch the fox?
3. Why didn't he catch the fox?

(Students discuss with their group members and come up with different answers)